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An Analysis of the Composition of the Freshman Agriculture First Semester 1937-38

Evelyn Prince Luper

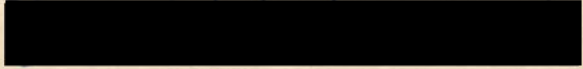
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AN ANALYSIS OF THE COMPOSITION
OF THE FRESHMAN STUDENTS IN AGRICULTURE
FIRST SEMESTER 1937-38

By

Evelyn Prince Luper

A Thesis in English Submitted in Partial Fulfillment
of
the Requirements for the Degree of
Bachelor of Arts
in the
Division of Arts and Sciences
of the
Prairie View State Normal and Industrial College
Prairie View, Texas

Approved by, 

May, 1938

TO

My mother and father, Mr. and Mrs. L. G. Luper,
to whose unselfish devotion and untiring
efforts I owe all my success, this
writing is gratefully
dedicated

C O N T E N T S

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P R E F A C E

This thesis contains a study of the English compositions of a class of freshman agricultural students of Prairie View College during the first half of the regular session of 1937-38.

The contents of the folders of these students was studied in order that the errors might be analyzed and classified. The errors which were classified were used to construct a second form of the Freshman English Placement Test.

After the errors were pointed out, suggestions were offered which might prove helpful in overcoming them.

This thesis is supplemented by a classified bibliography of periodical literature on the teaching of English.

The writer wishes to acknowledge her gratitude to Dr. Earl L. Sasser for his helpful suggestions and counsel.

PART I

INTRODUCTION

In analyzing the folders of a section of freshman agricultural students of the first half term of 1937-38, the work of twenty-five students was studied. These students apparently had a poor background in mechanics of usage. Most of them were from rural areas. This thesis contains only a study of the work of those students whose work proved satisfactory.

The course outline designed for these students covered various phases of study. Letter-writing was the first unit of work studied by the class. Six class periods were allotted to it.

Bible literature was the second type of material which was studied. Twelve class periods were given to this phase of work.

Then the class turned its attention to the study of grammar and mechanics. Twelve class periods also were given to this study.

Exposition was the next unit of work which the class considered. Under this phase of work investigative papers and reviews, chiefly on periodical literature, were written. Nine class periods were allotted to the former and five to the latter.

Conversation was the next phase of study. Three class

periods were given to it.

Finally, the class turned its attention to a study of experiences in oral delivery. Three class periods were given to the consideration of this.

...that college students receive a knowledge of these fundamentals which will enable them to write letters.

Letters reveal personality therefore they should be planned with care. They should show the regard for the viewpoint of the reader. Their language should be informal and dignified and their tone courteous and well-balanced.

...the design of these letters was fairly representative of those of the college level. However, many errors were made in the form of the heading, address, date and body of these letters.

The following list summarizes assignments made the types of letters which were written by the class:

1. Write an informal letter of introduction or invitation, or letter of request, or letter of recommendation or letter of advice or letter of complaint or letter of apology.
2. Write a business letter which will state clearly and concisely the purpose of the letter. This is often the most difficult of letters to write. It should be clear, brief, and to the point. It should be written in a businesslike manner, and should be signed and dated. It should be written in a clear, concise, and to the point manner. It should be written in a businesslike manner, and should be signed and dated. It should be written in a clear, concise, and to the point manner.
3. Write a letter which will state clearly and concisely the purpose of the letter. This is often the most difficult of letters to write. It should be clear, brief, and to the point. It should be written in a businesslike manner, and should be signed and dated. It should be written in a clear, concise, and to the point manner.

LETTER WRITING

Letter writing has become extremely important, particularly in relation to business. It forms one of the main spokes in the wheel of correspondence. Hence, it is vitally necessary that college students receive a knowledge of those fundamentals which will enable them to write worthwhile letters.

Letters reveal personality; therefore, they should be planned with care. They should show due regard for the viewpoint of the reader. Their language should be informal but dignified and their tone courteous and well-bred.

As a whole the letters of these students were fairly representative of people of the college level. However, many errors were made in the form of the heading, salutation and body of these letters.

The following letter-writing assignments show the types of letters which were written by the class:

1. From an Agricultural, or Home Economics, or Engineering, or Nursing, or Teacher's professional magazine, select some article of merchandise and write a letter ordering it.
2. From a newspaper, select some store which has an advertisement several items of merchandise. Place an order for several of these items. (Do not select a mail order house, that is, such firms as Sears Roebuck, or Montgomery Ward, etc.) Be sure to give the name of the paper, the page number on which the advertisement appeared. List items properly. State how you wish the merchandise shipped and how it is to be paid for.
3. Assume that something was unsatisfactory upon your receipt of the order indicated in assignment 2.

Register your complaint and ask for adjustment on the matter. Remember that courtesy is always in good taste and that clarity is essential.

4. From the Enol Rats School Book Depository in Sallad, Texas, order your supply of textbooks for this semester.
5. Write a letter in which you apply for a position of teacher in some school.
6. Assuming that you have not heard from your letter of application, address a "follow-up" letter to the same agency or person.
7. Write a letter in which you apply for financial help in the way of a scholarship, or part time job.
8. To some public official, editor of a paper, pastor of your church, or principal of your school, address a letter in which you state some grievance, or call attention to some neglected matter, and ask for remedial action on your grievance.
9. To the principal of this college, address a letter in which you state some grievance or call attention to some neglected matter and ask for remedial action. Remember that clarity is essential.
10. Write a letter thanking somebody for a real favor or kindness you have recently received.
11. Write a letter of commendation on some radio broadcast you have heard.
12. Write an intimate or friendly letter to an acquaintance that you have recently made, and with whom you wish to become more closely attached. Note: The air or tone of such a letter must be neither too familiar nor too stiff and hollow.

The letters which follow are ones which represent each of the required letters of the course.

Prairie View College

Prairie View, Texas

May 10, 1938

Union Plant Company

Texarkana, Arkansas

Dear Sir:

Please send me by parcel post the following plants which are being advertised in the "Progressive Farmer," May, 1938, page 4:

500 bunches of Yellow Bernuda--prepaid..\$0.60

500 bunches of Sweet Spanish Prize

Taker--prepaid60

500 bunches of Crystal Wax--prepaid . . .60

Total . . . \$1.80

I am enclosing a check for one dollar eighty cents (\$1.80).

Yours truly,

Evelyn Luper

Prairie View College
Prairie View, Texas
April 17, 1938

Gordon's
411 Travis Street
Houston, Texas

Dear Sir:

In reading the April seventeenth issue of
"The Houston Post," page nine, I saw your advertisement for the following article, which I desire to order: (Please send this order by express.)

2 Gladstone Leather Bags	\$18.00
1 Giant Wardrobe Trunk	<u>20.00</u>
Total	\$38.00

I am enclosing my check for \$38.00.

Yours truly,
Evelyn Luper

Prairie View College
Prairie View, Texas
April 26, 1938

Gordon's
411 Travis Street
Houston, Texas

Dear Sir:

I regret to say that upon receiving my order, I found that instead of your sending two Gladstone bags as requested, you sent two pig-skin bags. I am sorry but I am unable to use them.

The items are being returned to you by prepaid express. If you do not have the Gladstone bags, please return the money.

Yours truly,
Evelyn Luper

Prairie View College

Prairie View, Texas

April 19, 1938

The Encl Rats School Book Depository

Sallad, Texas

Gentlemen:

I am enclosing a check for \$8.15 for which
please send me the following books:

1 Adolescent Psychology by L. A. Averitt..	\$2.40
1 Principles of Physical Education	2.75
1 Methods In Physical Education	<u>3.00</u>
Total	\$8.15

Please send the order by freight.

Yours truly,

Evelyn Luper

Prairie View College

Prairie View, Texas

April 19, 1938

Professor E. O. Smith

Phyllis Wheatley High School

Houston, Texas

Dear Sir:

I wish to be considered as an applicant for the teaching position which is open on your faculty.

I was graduated from Prairie View State College May, 1938, with the degree of Bachelor of Arts. My major field of concentration was English and my minor, Spanish.

My experience is limited to one semester as English teacher in the Prairie View Training School.

The following persons have permitted me to use their names as references: Mrs. A. C. Preston, Prairie View College, Prairie View, Texas; Mr. J. B. Cade, Prairie View College, Prairie View, Texas; and Principal W. R. Banks, Prairie View College, Prairie View, Texas.

I should be glad to arrange for an interview with you any time that you might wish.

Yours truly,

Evelyn Luper

Prairie View College

Prairie View, Texas

April 29, 1938

Professor E. O. Smith
Phyllis Wheatley High School
Houston, Texas

Dear Sir:

On April 19, 1938, I wrote you regarding
an opening on your faculty for a teacher.

You may have overlooked my application
for the position, and for that reason I am
writing you again.

I should be happy to have an interview
with you at any time you might wish.

Yours truly,

Evelyn Luper

Prairie View College
Prairie View, Texas
April 19, 1938

Mr. J. J. Abernethy
Prairie View College
Prairie View, Texas

Dear Sir:

Because of unexpected financial trouble in my home, it will be necessary for me to secure a part-time job in order to remain in school this semester.

I can serve as office boy, waiter, janitor, cook or stenographer. I have had one year of experience as stenographer in the Dean of Men's office.

The following persons have consented to give you information concerning my character and quality of work: Dean Dabney, Prairie View College, Prairie View, Texas; and Mr. J. B. Cade, Prairie View College, Prairie View, Texas.

Yours truly,

James Luper

3717 Lyons Avenue

Houston, Texas

October 11, 1938

Reverend L. S. White

4702 Gray Street

Houston, Texas

Dear Sir:

I wish to make a complaint against the unruly conduct of Marge, Amy and June while services are being held. This condition is intolerable.

Dr. and Mrs. Willshire, Professor Emory and Layer Aimes who, as you know, are the main financial supporters of the church, have refused to attend church unless steps are taken to stop this noise.

Since they are your children, I am asking you to speak to them about the matter.

Yours truly,

Evelyn Luper

Prairie View College

Prairie View, Texas

April 19, 1938

Principal W. R. Banks

Prairie View College

Prairie View, Texas

Dear Sir:

I wish to call your attention to the manner in which our beautiful lawn behind the Household Arts Building has been tramped on by the young ladies.

Your influence on the young ladies is very strong. If you remind them of the damage they are causing, I am sure that they will refrain immediately.

I shall appreciate any help which you might give in this matter.

Yours truly,

Evelyn Luper

Prairie View College

Prairie View, Texas

April 19, 1938

Dear Aunt Janice:

You brightened the day for me when I received that lovely box of handkerchiefs. That was an act of kindness which I shall long remember.

Perhaps the thing that made the gift so desirable was the fact that it was a surprise. As Uncle Lynne says, "There is nothing so good for one as a surprise."

Really, I can't express my gratitude and deep appreciation for this gift. I can only hope that the time will come when I can make you as happy as you have made me.

Lovingly,

Evelyn

Prairie View College

Prairie View, Texas

April 19, 1938

Mr. Tommie Dorsay

Rice Hotel

Station K T R H

Dear Sir:

I wish to commend you for that splendid program of dance music which you rendered May 10, 1938, over station K T R H.

Two numbers which I especially enjoyed were "Song of India" and "Lost In A Dream of You."

I am certain that all who heard the broadcast enjoyed it very much. I hope that you will continue to render these excellent programs every Tuesday afternoon.

Yours truly,

Evelyn Luper

Prairie View College

Prairie View, Texas

April 19, 1938

Dear Eleanor:

Since your short visit to our city last summer, I have continually thought of you and of all the wonderful things you told me about life in Portland, Oregon.

The Negro youth there is privileged to enjoy so many forms of entertainment that we are not that I have definitely decided to visit your city.

You told me to look you up if I ever came to Oregon. I will pass through there this summer on my way to Washington, D. C. and I hope to visit you. Let me know if I might spend at least two days with you.

I remember most pleasantly the many interesting things you talk about. I only wish that I might do half as well.

Yours truly,

Evelyn Luper

COMMENTS ON FEATURES OF COURSE OUTLINE

The kinds of letters which were studied were of a practical nature and gave the students a working knowledge of the correct manner in which to write the principle letters.

Bible narration was the second unit of work in the contents of the folders. Such bible stories as "Esau and Jacob" "Ruth and Naomi," "Noah and The Ark" and "The Fall of Jericho" were the topics of narration.

A study of the best bible narratives not only gave the students a knowledge of those philosophies and themes set forth, but gave them practice in composition and oral delivery.

The last type of material in the folders consisted of reports on public topics of discussion. Some of these topics were "Opportunities for Negroes in Chemistry," "Tenant Farming" and "The Anti-Lynching Bill."

Reports on the major public issues of the day not only gave the students an opportunity to improve their composition but gave them a knowledge of current events.

After careful consideration of the units of work studied by these students, the writer arrived at the conclusion that they are indeed appropriate for freshman agricultural students. Each unit afforded the students opportunity to improve their grammar, pronunciation, usage and composition.

The number of reports in each folder ranged from 5 to 14. The total number of reports of all the folders was 100. The approximate number of words in all the folders combined was 34,000. There were 395 letters. 277 of them were satisfactory, 118 unsatisfactory. Out of 395 letters 108 of them were revised. Out of 157 reports, 15 were revised.

GENERAL OBSERVATIONS

After a careful and intense study of the folders, the writer arrived at the following conclusions:

1. Definite improvement in letter writing was made. I concluded this after noting the improvement which the revised papers indicated over the original ones.
2. Many of the students were weak in grammar and had little knowledge of the fundamentals of letter writing.
3. Actual effort, in many cases was lacking on the part of the student.

PART II

PROCEDURE IN THE CONSTRUCTION
of a
SECOND FORM OF THE FRESHMAN ENGLISH PLACEMENT TEST

The most interesting part of this thesis was the construction of a second form of the Freshman English Placement Test.

Twenty-five folders belonging to the freshman agricultural students of the first semester of 1937-38 were studied.

The material in the folders had been graded; the errors had been indicated with red pencil marks. There were many errors not indicated which the writer discovered and recorded. In each folder was the work of one student.

The contents of the papers was examined and all the sentences containing errors were collected. Each of the sentences was recorded on a separate slip of paper. The errors were then grouped according to kinds.

When classified these sentences contained errors which fell under the heading of grammar, punctuation, sentence structure, spelling and diction. These errors were labeled according to kind.

The original Freshman English Placement Test was reviewed and the errors in each of the sentences noted. The assortment of errors was examined for sentences containing errors to match specific ones in the original test.

The original Freshman English Placement Test contained

152 sentences. Most of the sentences contained only one error; however, several contained two.

SECOND FORM OF ENGLISH PLACEMENT TEST

PART I

1. So that I might continue my college education.
2. Mine was different than the others.
3. The second Morrill Act was a lot different from the first.
4. Olan seemed like she was displeased with Wang Lung's action.
5. Do to the excessive noise in Lucky Hall I cannot study.
6. Most anyone would have felt the same.
7. Many colored teachers, especially teachers of straight education.
8. Geraldine, my kid sister, moved to my aunt's home.
9. There were a bunch of people on the campus when I arrived.
10. One objection of using too much nitrate is that it prevents early ripening of fruit.
11. He told Esau to kill a deer.
12. I wish to thank you for the position.
13. Everybody is doing a different type of work.
14. He have been slain by a wild beast.
15. For fear that you did not receive my letter, or that you have forgotten it.
16. President Harrison favored the plan Mr. Morrill was trying to put over.
17. Although glass making was discovered before the Negro had ever thought of chemistry.
18. It used to be a time when these schools had incapable teachers.
19. He never knew his father's name.
20. Like in business, a student should come to school because he wants to gain knowledge.

21. The program which you and Duke Ellington rendered last Friday evening at seven thirty.
22. The similarity in composition was liking to that of Chopin's.
23. I remember quiet well our trip to the summer encampment.
24. After nine years had past every southern state had agreed to organize Negro land grant colleges.
25. Booker slipped up as close as he could to the coal mine.
26. The chief character took his wife for a maid.
27. If you wish to apply about me write to Mr. W. R. Banks.
28. I asked you to send my transcript but I guess that you forgot all about the matter.
29. He was not fitted to receive them.
30. The weather in the South is different from the weather in the North.
31. His behavior depends upon quite a few different things.
32. I motion that aid be granted more students.
33. She had done this for centuries of years.
34. It has been discovered that the field of Liberal Arts subjects in elementary schools.
35. She is considered a machine because of her ability to converse feed into eggs.
36. During this time the question of providing a school for colored children.
37. He would all ways feel inferior.
38. The boy was before the judge for to be questioned.
39. The principal also supervises over the colleges.
40. As to my fitness to such a position, you might ask Mr. W. R. Banks.
41. The Egyptians thought that the Israelites were becoming to many in number.

42. I think the food served in the dining hall is pretty good.
43. Please consider me as an applicant for the position as teacher of the Agricultural Department in the Booker T. Washington School.
44. During the first five years of a boys age he thinks of nothing but fun.
45. I am very sorry at this late date to write you of a matter that I neglected.
46. There were deficiencies in English of which I have know knowledge.
47. There has been quite a bit of disturbance in the dormitory.
48. I am hoping to see you real soon.
49. When Hagar born the child who was a boy, she despised Sarra.
50. I could not except these terms.
51. The money was evenly devided between my brother and I.
52. when she lays, the eggs lain will roll into the trough.

53. PART II

53. Bagley in 1922 reveals a case that shows the affect fear has on an individual.
54. Humor and laughter has a great deal to do with one's person-ality.
55. All of the water has been drank.
56. No one will prosper at nothing if he is not interested.
57. They asked him why the evil had fell upon him.
58. In Daniel's time there was many magicians.
59. He was more stricter on us than our last agriculture teacher.
60. Most farmers never try to kill or destroy these insects until he has seen them on his plants.
61. I take the paper regular.
62. There are many people whom, like myself, haven't had the contact to understand these conditions.

63. I sure thank you for your present and I will write you soon.
64. The story have a universal appeal.
65. The woman have played the same trick in other cities.
66. Mother and me will be glad for you to visit us.
67. Sampson and Delilah was of different races.
68. I sent in a application for a position.
69. He choosed Ester for his wife.
70. When Ahasuerus was king he sit on the throne.
71. This place is built in a way where the eggs will roll out in a trough.
72. He will aid whomever applies to him for work.
73. The reason he kept the money was because he were buying a new car.
74. He sent him to the fields to feed the swines.
75. I heard of you going to the conference.
76. The land had been tilled for so long until it could no longer produce good crops.
77. The king were going to have all the wise men killed.
78. I didn't let nobody see me crying.
79. The ground are kept soft by working it with hoes.
80. The colleges has developed in spite of handicaps.
81. She lived with he and his father.
82. He points out very clear the economical conditions of the poor white man.
83. The senator came from a class of white people who has been the victims of riots.
84. It is easy to see how disease can be spreaded by the like of sanitation.
85. When Esau heard about this he became very angry.

86. Why I say that is because many people are doing things in order to hold their positions.
87. Each speaker had fifteen minutes for their main speech.
88. The child was borned without any trouble.
89. The individual whom is going to make the journey usually start making preparation ahead of time.
90. A army marched in the war against the people.
91. This means for us to be careful.
92. The institutions only offers special courses.
93. Prizes were awarded to the childrens.
94. Hagar later bore a son whom she called Ishmael.
95. The contests were carried on intelligent.
96. God was not pleased with the way the people was living.
97. My uncle called my sister and I.
98. If I was to attend college next year, I would graduate in May.
99. It seemed like it was going to be a difficult problem.
100. Pharaoh daughter discovered the baby.
101. He was ask if his father took all his money.
102. I do not have the money making it impossible for me to attend school
103. The well was near five miles from the plantation.
104. In high school is where we only receive fundamentals of education.
105. When a hen begin to set she is shifted to another nest.
106. He also offer suggestions for these conditions.
107. Statistics shows that the Negro has improved.
108. Somehow I managed to do like I was instructed.
109. They help the students to develop the ability to test, to prove, and to collect material for himself.

110. Many of us feels that they are our enemies.
111. The weather has turn bad.
112. New buildings have been erected recent.
113. She was so devoted until she would not leave her.
114. Jason seem to be a very good man.
116. Room 17 in Luckie Hall need a dresser very badly.
117. I sure do thank you for your present and I will write you soon.
118. When one possesses good social behavior, they will succeed in life easier.
119. The other incident in the life of Washington was when he was asked to accept the position as head of Tuskegee Institute.
120. The people was not cursed they was blessed.
121. God taken a rib from Adam's and made a woman.
122. He will aid whomever applies to him for work.
123. My uncle called my sister and I.
124. Unfortunate, I was unable to attend the games.
125. Before the angel laid down the people of the community went to Lot's house.
126. The reason for me saying Texas' weather is changeable is because one can never be sure of it.
127. The reason for my wanted to change is because I am planning on moving to that city.
128. Students are requested to have books within ten days after school start.
129. If one hasn't never stopped to visit Prairie View, he can hardly suspect its interest.
130. Booker mother had very little time to give attention to her children.
131. The cold winds comes from this direction.
132. If the hen do not come up to the standard, they are culled.

133. The person of who I speak is a college teacher.
134. They were talking about Jesus whom was crucified three days ago.
135. This mean that she was through with love.
136. The sick man's servants was gleaning corn.
137. It was decided between John and I.
138. Most of the students wants to pass.
139. Having been introduce to you, I found that I liked you very much.
140. Study require a great deal of time and thanking.
141. They also was very angry because they was brought from the Desert of Zin.
142. The person of who I speak is a college professor.
143. The school was established by the Negro race.
144. She usually tell him to brace up.
145. She intruded upon the Jews rights.
146. I could see no possibility of me ever getting to college.
147. The colleges have developed fast sudden.
148. The king love Ester more than he did all the others.
149. They went direct to the dairry barn.
150. The corn which is planted in an unprepared field will grow very slow.
151. I appreciate you sending me this information.
152. As I have said the poison is feed to them in a different manner.
153. The purpose of the Land Grant Colleges were to take the Negro out of that ignorant state made for him.
154. He proves that the farmer who has his business based upon several items are more successful than the great cotton planters.

SPELLING

Upon examination of the contents of the folders of the agricultural students, it was discovered that spelling presented one of the greatest difficulties.

The high schools are not doing their part in training the students to spell. That is why they come to college without knowledge of the correct way of spelling even simple words. It was observed that simple words gave them as much difficulty in spelling as the hard ones.

The writer suggests that more drill in spelling be given these students so that they might not be handicapped in this respect.

The following are words which were misspelled:

appling	desided	isseure
appropriated	ditermination	impartant
accomodate	disposial	indipendent
asked	dissepointed	indowment
accasian	emboided	imploymment
allowence	enspire	inginserring
affraid	exstablishment	instence
adolescence	efford	jar-bone
aduience	enefficient	kindom
accordin	estient	keyes
avaible	esterimated	labitories
becouse	equally	libraries
beneficial	efficient	magizine
benifit	feture	Negros
carefull	forgotton	noimber
colored	fifhteen	obstackles
comptent	fincally	oponion
certian	findally	production
Carrolina	grammer	preasure
carreer	gentlman	pleseant
continuelly	gotton	prejustice
compeled	greately	preperation
compleatly	idears	poorely
diliver	industrious	perade
desended	interesting	posible

recieved	sumones	togeather
reckncil	schols	untill
reference	strength	usless
remidy	succesful	vist
repleace	stold	wellfare
refulge	serces	womon
rappid	studyed	wheather
shipe	suprentender	writting
shepard	travling	
successfully	thoes	
	throughly	
	thier	

S U M M A R Y

In the study of the folders of the freshman agricultural students of the first half year of 1937-38, the compositions were examined in order that the errors might be detected and analyzed.

These errors fell under the main heading of grammar, diction, sentence structure and spelling. Grammatical errors proved to be the most prevalent.

These errors were used to construct a second form of the Freshman English Placement Test. In this test, sentences containing errors most frequently made were used. Upon examination of the assortment of errors, it was not difficult to find errors to match those in the original test.

It was indeed interesting to note the spelling difficulties of these students. Simple words, in many instances, offered them as much difficulty as hard ones.

The writer has the following suggestions to offer:

1. That courses in grammar be taught in the Sophomore year.
2. That more rigid drill in grammar and the fundamentals of written composition be given for the purpose of removing the weaknesses which the high schools have failed to remove.
3. That written work be revised over and over again until it is satisfactory to the Department.

This study has proved interesting and educative.

English 113: Grammar and CompositionI. AIMS:

Satisfactory completion of this course should enable the student to:

1. Show knowledge of good form in personal and business letter writing.
2. Show knowledge of (Old Testament) biblical facts and stories.
3. Demonstrate knowledge of functional grammar and mechanics of English usage by
 - (a) Recognition of parts of speech.
 - (b) Recognition of the sentence, labeling its parts--words, phrases, clauses,--and showing relationship of parts by form, connecting words, and position.
 - (c) Correct use of English idioms.
 - (d) Facility in punctuation.
4. Demonstrate knowledge of form in preparation of the investigative paper.
5. Show by written report fair ability to read appreciatively and review items of fiction, non fiction, and autobiography.
6. Demonstrate oral delivery, especially as regards volume control, clear delivery, clear enunciation, and good pronunciation.
7. Demonstrate skill in the art of conversation.

II. Textbooks and other materials:

1. WEBSTER'S COLLEGIATE DICTIONARY, Fifth edition, Merriam Co.
 2. Holy Bible, Authorized Version
 3. A Writer's Manual by Kies and others, F. S. Crofts Co.
 4. A notebook, preferably bound sheets.
 5. Two manila folders, one of which should contain at least one half package of notebook paper, regulation size.
- The endorsement of these folders should be according to the instructions given on the GENERAL INFORMATION sheet of the department.

III. This course will cover the following MAJOR TOPICS(Units)

- | | |
|---|------------|
| 1. Letter Writing | 6 periods |
| 2. The Bible (Literature) | 12 periods |
| 3. Grammar and Mechanics | 12 periods |
| 4. Expositions: | |
| (a) The Investigative Paper | 9 periods |
| (b) Reviews and Reports (Chiefly periodical Literature) ; ; ; ; | 5 periods |
| 5. Conversation | 3 periods |
| 6. Exercise in oral delivery (Incidental and | 3 periods |

Detailed Schedule

Sept. 20 -- Oct. 1 Letter Writing
 Oct. 1 Reading Test
 Oct. 4 -- Nov. 1 The Bible
 Oct. 11 Theme due on Bible topic
 Oct. 18 " " " " "
 Oct. 25 " " " " "
 Nov. 1 Test
 Nov. 3 Vocabulary Test
 Nov. 8 Theme due
 Nov. 15 " "
 Nov. 17 Last day for first supplementary reading report (fiction)
 Nov. 17 Last day for first conference with the instructor
 Nov. 22 Mid-term preliminary examination
 Nov. 26 Vocabulary test
 Dec. 1 Test
 Dec. 3 -- 22 Exposition: The Investigative Paper
 Dec. 10 Sample notes for Investigative Paper
 Dec. 6 Reading Test
 Jan. 3 Last day for second conference with the instructor.
 Jan. 5 " " " supplementary reading report on
 UP FROM SLAVERY: Washington
 Dec. 13 Submit sample section of Investigative paper
 Dec. 22 Investigative paper due
 Dec. 27--Jan. 3 Oral delivery exercises
 Jan. 5 -- 14 Reviews and Reports
 Jan. 17--21 Conversation
 Jan. 24-- Last day for third conference with the instructor
 Jan. 24--26 Summary review of the course

Semester Final Examination

Memorandum: (Note: The information given here should be supplemented by that on the General Information sheet of the department.)

1. Required supplementary reading for report as scheduled:
 - (a) One piece of selected fiction; it must be approved by the instructor. Report due on or before Nov. 17.
 - (b) Autobiography: UP FROM SLAVERY: Washington
Report due on or before Jan. 5.
 - (c) Frequent reports--oral and written--on periodical literature.
2. There will be four reading-vocabulary tests as scheduled.
3. Practical work in oral delivery will consist of:
 - (a) Memorized inspirational verse.
 - (b) Organized discourse reduced to and delivered from notes.
 - (c) Socialized situations for conversational purposes.
4. Each student is expected to present himself for at least three conferences with the instructor during the term.
 The first conference should be held before Nov. 17.
 The second should be held before Jan. 3.
 The third conference should be held before Jan. 24.

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